

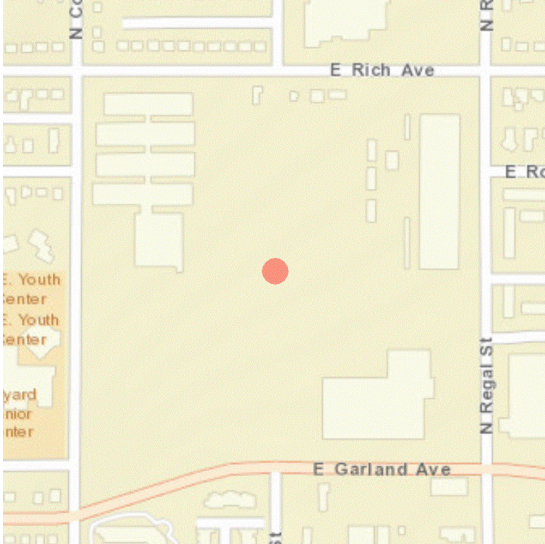


Historic Property Report

Resource Name: John Shaw Junior High School

Property ID: 25206

Location



Address: 4106 N. Cook, Spokane 99207
Tax No/Parcel No: 35041.2301
Plat/Block/Lot: Arlington Heights 1st Addition/Blocks 23-24-25-26
Geographic Areas: Spokane County, SPOKANE NE Quadrangle, T25R43E04

Information

Number of stories: N/A

Construction Dates:

Construction Type	Year	Circa
Built Date	1959	<input checked="" type="checkbox"/>

Historic Use:

Category	Subcategory
Education	Education - School

Historic Context:

Category
Education
Community Planning and Development
Architecture



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Architect/Engineer:

Category	Name or Company
Builder	Selkirk Co
Architect	Whitehouse, Price & DeNeff

Thematics:

Local Registers and Districts

Name	Date Listed	Notes
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Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-12-08751, , Spokane Mid-20th Century Modern Survey 2016	3/29/2017		

Photos



Main entry to school



West end of classroom wings



End of classroom wings, showing undulating rooflines



End of classroom wing, typical



4 - typical entry, west.JPG



Typical entry to classroom wing



Main entry to gym, with barrel vault in background



West facade of gym



North facade, entry to right side



Main entry to gym, looking southeast

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Typical courtyard between classrooms



Typical classroom window wall



Awning style window, typical



9 - quad between gym & school.JPG



Entry located between gym and south classrooms



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Inventory Details - 3/29/2017

Common name: Shaw Middle School

Date recorded: 3/29/2017

Field Recorder: Diana Painter

Field Site number:

SHPO Determination

Detail Information

Characteristics:

Category	Item
Foundation	Concrete - Poured
Roof Type	Gable
Roof Material	Asphalt/Composition - Built Up
Cladding	Brick
Structural System	Masonry - Concrete Block
Plan	Irregular

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: Yes

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Significance narrative: History. Shaw Middle School was called John Shaw Junior High School when developed for Spokane School District #81. In 1987 it was re-named John A Shaw Middle School. When the school opened in 1959, it had 1,075 students across three grades. It continued to grow rapidly and in the late 1970s, was the largest junior high school in the state of Washington (Davis, 1989:110). Today the school serves 7th and 8th graders in the Hillyard area, and is one of the most diverse schools in the school district.

John A Shaw Middle School was named after John Shaw. Shaw was a multi-faceted and highly regarded school administrator, although with a reputation for strictness. He held a number of positions within the Spokane School District over the course of his career. He graduated from North Central High School in 1914 and returned to the school in 1921 as a history teacher. He became its fifth vice-principal in 1924, at the age of 28, a position he held for four years. He then became principal of Havermale Junior High School. After ten years Shaw left to become principle of Wenatchee High School, but returned to Spokane in 1942 to take a position as assistant superintendent of Spokane Schools; he was promoted to superintendent in 1943, a position from which he retired in 1957. Beginning in 1953, he worked to establish the Spokane Trade School, which became Spokane Technical and Vocational School and is now Spokane Community College. The first new building for the school, at 3403 E Mission Avenue, opened in 1957 (Davis, 1989:120). As District Superintendent, Shaw is credited with promoting the development of Shadle High School as early as 1954, Spokane's first modern school. Designed by the



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Spokane firm of Culler, Gale, Martell & Norrie, associates of Perkins and Will of Chicago, it opened in 1957 (Emerson, 2008:2). The John A Shaw Middle School was named after Shaw in 1959. He died on December 22, 1972, at the age of 76.

Architectural Context. The one-story Shaw Middle School is an example of the post-World War II school construction model that allowed for infinite expansion, limited only by the configuration of the parcel on which it was located. The buildings were long and low, connected by a central spine, or one located along one end. Buildings accommodated a double or single-loaded corridor, and each classroom had direct access to the outdoors. In the case of Shaw Middle School, these outdoor spaces were shared, U-shaped spaces.

After World War II the population in the west exploded, due to western migrations during the war, when newcomers were stationed at military installations and worked in defense industries. Many stayed after the war and made their homes in the west. The post-war population boom was also due to the many couples that began families after the war. The demand for schools to meet this growth was tremendous, and resulted in the many schools built in the 1950s and 1960s.

Modern schools, whose design was based in experiments undertaken in the 1930s and 1940s, reflected changes in educational philosophy and in architectural design philosophy. In contrast to the pre-war, multi-story brick school building, the post-war school was typically one story with expansive windows and direct access to the outdoors (Ogata, 2008:563). This reflected an emphasis on adequate natural light and fresh air. Additionally, small post-war schools were placed within neighborhoods to be friendlier to young students and allow for walking access.

An emphasis was also placed on being more sensitive to the psychological needs of the student. Well-lit spaces and cross ventilation were considered important, and ceiling heights were lowered to create a greater sense of intimacy for the young student. Indirect lighting that fell on the front of the classroom was considered a better response than the traditional design, which raked light across the desks from a 90-degree angle. The colors and reflectivity of interior surfaces and furnishings were important in achieving design goals, as were clerestory windows and expansive window walls with operable lights. All these factors influenced the design of post-war schools.

Innovations in post-war school design became known to local architects through professional publications and national and regional awards programs. They also became known through exhibits, such as the traveling Museum of Modern Art exhibit, "Modern Architecture for the Modern School," which was shown at universities, museums and community centers. This exhibit illustrated 41 progressive schools from the United States, Europe and Brazil, and traveled throughout the United States from 1942 through 1946 (Ogata, 2008:567). These models continued to be influential from the early 1940s through the late 1950s.

Many post-war schools utilized the popular "finger plan," a plan type in currency at the time, developed by architect Ernest J. Kump. Kump designed over one hundred educational buildings over the course of his career, and won numerous awards, including Progressive Architecture Awards in 1947, 1948, 1949, 1957, 1958 and 1960. Schools that incorporated his innovations developed throughout the country in the late twentieth century; the model remains very serviceable today.



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Modern schools were designed to be more responsive to the natural environment, in addition to the students. In schools built to the Kump prototype, individual buildings were laid out parallel to each other, linked by spines. The open spaces between the buildings were roughly the same proportions and size as the buildings. Typically, the buildings ran east-west, so that the longer facades were oriented toward the north and south. The window walls were tall, rising above a relatively low sill, allowing for light on the north side. On the south side, smaller windows were placed high under the eaves, to minimize heat gain. Windows were intended to be operable, allowing for good cross-ventilation. Schools built in different climates varied, however. Schools in temperate climates might have outdoor corridors, with covered walkways. Schools with more severe climates might have double-loaded corridors, such as seen here, with outdoor spaces somewhat sheltered from the weather.

The Kump model was responsive to expansion needs as the school population grew. The size of the classroom and its desired proportions determined the building width, becoming a module. The length of the building or building wings could then be expanded, limited only by the size and configuration of the building parcel. In a sense, building forms and relationships recalled modern industrial motifs, appearing to be “extruded” across the landscape. The building forms themselves appeared to be “manufactured” in varying lengths. This was mitigated by the warm, rustic appearance of the building materials, such as seen at Shaw, with its brick facades, wood beams, and colorful doors.

Another modernist motif that was exhibited at this time was a lack of hierarchy in building forms and spaces. The buildings are equal in width, as were the spaces between them. The buildings were also similarly proportioned as the spaces. Finally, all the buildings were equal or nearly equal in height. This ‘democracy’ between the buildings, and buildings and spaces, also represents a modernist ideal that can be seen in Shaw Middle School.

Architects. Fellow Cornell University graduates Harold C. Whitehouse and Ernest V. Price formed Whitehouse & Price in Spokane in 1913. The firm stayed in operation for the next 51 years, until Price retired in 1964. One of the region’s pre-eminent architectural practices, Whitehouse & Price designed more than 2,400 commissions throughout the northwest—though it’s perhaps best known for Whitehouse’s majestic Cathedral of St. John the Evangelist on Spokane’s South Hill, which took 32 years to complete. The breadth of the firm’s projects is impressive, ranging from the mimetic literalism of the Benewah Milk Bottle to Eastern State Hospital, and includes hundreds of homes in Spokane alone. In addition, a number of notable Spokane architects got their start at Whitehouse & Price – including Lawrence Evanoff, who was born in 1918 in Spokane. Following graduation from Lewis & Clark High School in 1936—and with no formal training—he worked as a designer at the Detroit firm of Smith, Hinchman & Grylis in 1940 and as a site planner for Narramore, Bain, Brady & Johanson in Seattle in 1941. Moving back to Spokane, he was employed as a site planner for Whitehouse & Price in Spokane in 1942, then as chief draftsman for G.A. Pehrson in 1943. Evanoff enlisted in the U.S. Air Force during World War II, serving in the South Pacific as a sergeant with the infantry and field artillery. Enrolling in the architecture program at the University of Washington following the war, he graduated with a bachelor’s degree in 1948. Along with fellow Spokane architect Royal McClure, Evanoff taught architectural courses at the University of Idaho from 1948 to 1949, when he opened his own practice in Spokane.

Physical description: Location and Setting. Shaw Middle School is located in northeast Spokane in the Hillyard neighborhood. It is located in an area with many educational and related facilities,



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surrounded by residential neighborhoods. Other public services and retail and industrial uses also occur in the area. Shaw Middle School is sited in the northeast quadrant of E Rich Avenue and N Cook Street. The block as a whole is bounded by E Rich Avenue on the north, N Regal Street on the east, E Garland Avenue on the south, and N Cook Street on the west. Also within the block is the On Track Academy in the northeast corner, the Newtech Skill Center on the east side of the block, and the Spokane School Maintenance building in the southeast corner. Most other facilities on the block are directly related to Shaw Middle School. Also in the area are Regal Elementary School, nearly directly north of Shaw Middle School; Bemis Elementary to the south; and Rogers High School, a few blocks to the northwest. Just southwest of the school is a branch of the Spokane Public Library and the Northeast Community Center. Also within the block and directly associated with the school is a parking area to the south of the gym; a formal quad with some landscaping west of the gym; tennis courts and a 'natural' area south of the parking area; and playing fields east of the school and gym. The school and Spokane School District #81 maintenance facility occupies a roughly L-shaped parcel that is 27.56 acres in size.

Materials. Materials seen in the Shaw Middle School building include brick veneer, a built-up roof, concrete foundation, wood and metal doors, and large wood beams. The auditorium and gym is constructed of concrete block. Research did not reveal the structural design of the classrooms.

Massing and design. The Shaw Middle School is a one-story building with an irregular footprint that consists of four long, east-west oriented buildings linked by a narrow, central spine. This spine extends to the south, connecting the school to the gym, a largely rectangular building offset to the east, allowing for a formal grassy area between the school and the gym, as viewed from N Cook Street. The roofs of the classroom portion of the building are a combination of very shallow-sloped gable and butterfly-shaped roofs. As a result, they have an undulating appearance when sighting down the east or west facades of the complex. They exhibit deep eaves, supported by extended beam ends. The roof of the gym is barrel-shaped, which is truncated on the east and west sides, and surrounded by one-story additions to the east, west and south. While sited within a generously sized landscape, the surrounding grounds are primarily planted in lawn with some trees. Between the buildings are asphalt pads that extend to N Cook Street and a narrow walkway on the east side of the building. Concrete sidewalks extend from the building entries to the public sidewalk. A major walkway connects the sidewalk along N Cook Street and the entrance to the gym, which is located within the connector between the southerly classroom and the gym. Other concrete walkways connect other buildings and spaces around the site, and are generally utilitarian in function and appearance. The modern school was designed by the Spokane architecture firm of Whitehouse & Price with Lawrence Evanoff, and was constructed in 1959.

Design features; entries. The entries to Shaw Middle School are typically centered on the building, either within a main façade or the end of a wing. The classroom entries from the courtyards are regularly spaced to correspond with their respective classroom. A major public entry to the gymnasium is located on the west side of the spine connecting the main school with the gym. A second public entrance is located in alignment with the north end of the gym, with a similar capacity. The main entry to the school is located on the northernmost block and faces north, overlooking E Rich Avenue. It consists of three broad, single doors with lights in the upper portions. These doors are flanked by approximately 12' wide wood frame that carry the lines of the large, extended beams to the ground. Flanking this are two broad sidelights. Above this ensemble are five transom



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windows. A flat-roofed canopy extends beyond the main roofline to shelter this entry. The two major entries to the gym are similar in configuration, with the exception that in each case they consist of three double doors. Exterior entries to the building corridors typically consist of double doors with lights in the upper portion, with sidelights and transoms above in wood frames. Exterior entries to the classrooms consist of one flush door with no openings, entered via a short concrete stoop. Doors are surmounted with a tall transom window in a wood frame.

Design features; window walls. Each classroom at Shaw Middle School has a window wall and exterior door that faces a courtyard or outward toward the lawn surrounding the building and is oriented either north or south. The typical classroom window walls are composed of five ganged windows of five lights each, arranged in pairs separated by broad, wood mullions. The bottom window of each column of five broad lights is operable, an awning-style window for ventilation. The mullions are aligned with the large extended beam ends that carry the building's deep eaves. Sills are brick. To one side is the flush door by which the classrooms are entered from their respective outdoor spaces. Above each door is a transom window that, like the window walls, extends to nearly the eaves. Window frames are aluminum and doors are metal, with wood surrounds.

Design features; windows. Windows in the building typically have aluminum sash set in wood frames. Lights are horizontally oriented, and display configurations of five, three lights or two lights. They are set into the brick veneer of the building, with brick sills. The fenestration is typically integrated with the larger design of the building by its alignment with the roof beams and continuing the rhythm of the larger classroom window wall/door ensembles.

Shaw Middle School exhibits the low-slung, extended but nonetheless orderly footprint typical of the post-war school. It retains very good integrity, with only two visible additions. It conveys the reasons for its significance, and remains an excellent example of the modern, post-war school.



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Historic Property Report

Resource Name: John Shaw Junior High School

Property ID: 25206

Inventory Details - 10/24/2002

Common name: Shaw Middle School
Date recorded: 10/24/2002
Field Recorder: John Mann
Field Site number: 32BEM001

SHPO Determination

Detail Information

Characteristics:

Category	Item
Roof Material	Asphalt/Composition - Rolled
Foundation	Concrete - Poured
Plan	Rectangle
Roof Type	Gable
Roof Type	Barrel
Cladding	Brick
Structural System	Masonry - Concrete Block

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Significance narrative: Shaw Junior High School was named for John Shaw, a Spokane native and prominent pioneering figure in education in the city. The school was designed by W. W. DeNeff of the prominent local architectural firm of Whitehouse, Price, & DeNeff, and built by the Selkirk Co., contractors, in 1958-59, at a cost of \$1,205,000, including the concrete block brick veneer gymnasium (same architects and builders). It opened in November 1959 with an enrollment of 1,075 students in grades 7-9. Enrollment continued to grow during the first 20 years of operation, so that Shaw became the largest junior high school in the State of Washington. Starting in 1981, ninth grade students left Shaw for one of three different high schools, with most attending Rogers. In 1983, School District 81 formed a Junior High Task Force of administrators, parents, and teachers, which recommended in 1985 that the district's junior high schools become middle schools, with ninth graders attending high schools. The school district formally adopted the recommendation in 1987, and Shaw Junior High officially became Shaw Middle School. A new science lab was added in 1986, and the school was remodeled in 1995 by Ramminger Construction. Shaw does not currently meet the 50 year age requirement for NRHP eligibility. It will likely be eligible in 2009, however, for its association with the development of education and suburban growth in Spokane and as a representative example of 1950s "modern" style architecture.



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Physical description: Shaw Middle School consists of four one-story rectangular brick classroom wings and a 1-1/2 story brick gymnasium connected by hyphens. The classroom wings feature banks of multi-light set-in-sash metal window openings in U-shaped courtyards. The northernmost of the rectangular classroom wings has a low pitch gabled roof with overhanging eaves and exposed rafter tails; the three to its south also feature overhanging eaves with exposed rafter tails, but gables are inverted to form valleys so that the eaves project upward rather than sloping downward. The gymnasium has a rectangular footprint which runs parallel to the classroom wings. A central portion, with a barrel vault roof, is flanked by single story flat-roofed wings.

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